

Creative Analysis



Directions:

- ☐ Review the literary elements listed below.
 - ☐ Complete **one (1) activity from each category** as a way to analyze the novel creatively.
 - ☐ Make sure to ground your ideas in the text and to support your ideas with examples and details—each activity should include at least one direct quotation from the novel.
 - ☐ Try to show ANALYSIS—deeper interpretations, not mere simple recollections of facts from the book.
 - ☐ Organize your final product clearly by labeling each item precisely (Ex: *Character Awards*, *Setting #1 Newspaper Ad*, etc.) and proofread meticulously before submission.
 - ☐ You may work on your own or in groups of NO MORE than four.
 - ☐ Each activity is worth up to the designated number of points, for a total of 85 points.
 - ☐ Be prepared to share in class!
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CHARACTER

1. Design awards for major characters in the novel in the style of senior superlatives (*Best Dressed*, *Most Likely to Succeed*, etc.) and provide a **written explanation** about WHY the character deserves the award. MAKE UP YOUR OWN CATEGORIES FOR AWARDS – Include the members of the Price family (Nathan, Orleana, Rachel, Leah, Adah, Ruth May), **PLUS** four (4) additional characters of your choice. (30 pts.)

OR

2. First, write a statement that expresses an overall analytical conclusion about SIX of the characters (NOT an opinion and NOT simple definition). This example for a character from another novel demonstrates the difference:
 - i. [YES] “Lennie’s complex and fragile character simply cannot survive in an environment so harshly defined by social castes and populated by people motivated by the basic need to survive.”
 - ii. [NO] “LENNIE is the only character worth loving in the novel”—opinion.
 - iii. [NO] “Lennie is mentally disabled”—simple definition).After you have a statement for each character, choose a song that accurately expresses this theme. Include the lyrics as well as the names of the writer and original performer; then, provide a **written explanation** of how the song you have chosen parallels the theme. (30)

SETTING

1. Write a newspaper advertisement offering to rent a location in the novel. Capture the atmosphere of the setting in your ad, yet be succinct—it’s just an ad, not an article. (10)

OR

2. In the style of David Letterman, comic host of CBS’s *Late Show*, create a TOP TEN LIST about the novel’s setting. Work to consider how the location, time period, cultural environment, social situation, class structure, and religious beliefs determine the character’s actions and affects the plot. (10)

CONFLICT

Write five newspaper headlines that describe conflicts (their causes and effects) in the novel. Be sure to use a vivid verb in each headline to capture the action clearly. The headlines can be of interest in the village/family (microcosm) or in the larger setting (macrocosm). Here’s an example to describe conflict in *Of Mice and Men*: “George Milton Claims— ‘I Took Lennie’s Life to Save Him from Further Destruction.’ Will He go to Trial?” (25)

THEME

Create a found poem (samples on back) that expresses a theme of the novel. Choose fifteen to twenty (15-20) EXACT lines from the novel, copying them exactly and citing page numbers. Then, transform the words from these line into a poem (formal or informal, structured or unstructured, rhymed or unrhymed, free verse or blank verse) – one whose theme mirrors the theme of the novel. Be creative and stretch yourself! (20)

Sample Found Poems

Prose Selections from Chang-rae Lee's "Coming Home, Again"

From that day, my mother prepared a certain meal to welcome me home. It was always the same. Even as I rode the school's shuttle bus from Exeter to Logan airport, I could already see the exact arrangement of my mother's table.

I knew that we would eat in the kitchen, the table brimming with plates. There was the *kalbi*, of course, broiled or grilled depending on the season. Leaf lettuce, to wrap the meat with. Bowls of garlicky clam broth with miso and tofu and fresh spinach. Shavings of cod dusted in flour and then dipped in egg wash and fried. Glass noodles with onions and shiitake. Scallion-and-hot-pepper pancakes. Chilled steamed shrimp. Seasoned salads of bean sprouts, spinach, and white radish. Crispy squares of seaweed. Steamed rice with barley and red beans. Homemade kimchi. It was all there—the old flavors I knew, the beautiful salt, the sweet, the excellent taste. (p. 5)

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I wish I had paid more attention. After her death, when my father and I were the only ones left in the house, drifting through the rooms like ghosts, I sometimes tried to make that meal for him. Though it was too much for two, I made each dish anyway, taking as much care as I could. But nothing turned out quite right—not the color, not the smell. At the table, neither of us said much of anything. And we had to eat the food for days. (p. 6)

Found Poem Based on the Prose Selection:

My mother prepared
A certain meal
To welcome me home.
We would eat in the kitchen
Table brimming
Kalbi, leaf lettuce to wrap the meat
Garlicky clam broth with miso and
tofu and fresh spinach
Shavings of cod
Scallion and pepper pancakes
Chilled steamed shrimp
Steamed rice.
The old flavors I knew
Beautiful, salt, sweet, excellent.
I wish I had paid more attention.

EXAMPLE OF A FOUND POEM FROM CHAPTER FOUR OF *FRANKENSTEIN*:

BOLD QUESTION

Whence did the principle of life proceed?
Alone
In one pursuit -
The pursuit of knowledge
I found continual food for discovery and wonder,
Alone
Labor and fatigue
My soul occupation
The energy of my purpose alone sustained me.
When did the principle of life proceed?
Lifeless matter
Profane fingers
Food for the worms
Corruption of the body
From the midst of darkness, a sudden light broke in
upon me.
Secret knowledge
The summit of my desires
Supreme delight
Alone
A slow fever
Nervous
Shunned
Guilty
I AM NOT
A MADMAN.